

Pupil premium strategy statement for Wimborne Junior School

1. Summary information					
School	Wimborne Junior School				
Academic Year	2018-2019	Total PP budget	£120,332	Date of most recent PP Review	Sept 2018
Total number of pupils	352	Number of pupils eligible for PP	99	Date for next internal review of this strategy	July 2019

2. Current attainment (summer 2018 data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		
% making progress in reading	85/99 = 87%	66%
% making progress in writing	51/99 = 52%	79%
% making progress in maths	76/99 = 77%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP children in years 5 and 6 are not performing as well in reading & maths. PP children across the school are not performing as well in writing.
B.	Children with multiple vulnerabilities eg PP & SEN & EAL % poor attendance
C.	Low starting points with regard of key skills in reading, writing and maths – 38% of PP children left KS1 at WTS for writing & 25% of PP children left KS1 at WTS for rdg & maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Trends in attendance for PP children is slightly lower than the target for all children of 96%. This impacts on their learning time and impacts on the progress they make over the year. Social and emotional needs of home life impacts on learning, including forces children and deployment. Mid-year transfers joining us not on track to meet ARE.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children will perform well in reading diminishing the difference between them and non PP chn.	Diminishing the difference between PP and other pupils. Increased % of number of PP children on track. Evidence from school's tracking system and pupil's books.

B.	PP children will perform well in writing diminishing the difference between them and non PP chn.	Diminishing the difference between PP and other pupils. Increased % of number of PP children on track. Evidence from school's tracking system and pupil's books.
C.	PP children will perform well in maths diminishing the difference between them and non PP chn.	Diminishing the difference between PP and other pupils. Increased % of number of PP children on track. Evidence from school's tracking system and pupil's books.
D.	Family & Pastoral Support Worker to monitor attendance of these pupils and work with families to increase attendance for pupils with PP. Family and Pastoral Support Worker to monitor data of PP pupils, including forces children. ELSA support well-being of pupils and provides strategies to support learning.	Attendance of PP children improves to be in line with all pupils at 96% or above. Children's emotional needs are met enabling them to focus on their learning which leads to children making good progress.

5. Planned expenditure					
Academic year		2018-2019			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B & C Teaching & Learning leads to good outcomes of all pupils.	Assistant HTs to lead (in their subjects of English and maths) training, monitor on a regular basis, lead staff appraisals and share good practice through team-teaching and coaching.	Effective appraisals lead to effective CPD opportunities and regular monitoring ensures consistency and progression to meet our targets in English and maths.	DHT & HT to evaluate the work of the AHTs. Regular SLT meetings to discuss progress and share with Governors.	HT DHT	Follow monitoring schedule July 2019
B Increased % of number of PP children on track.	Pupil conferencing	Effective pupil progress meetings to monitor children's progress and highlight children to have regular pupil conferencing. 1:1 discussions between teacher and child with next steps discussed and monitored.	Pupil progress meeting by DHT/HT. Data analysis by teachers and Assessment Manager.	HT DHT	Termly July 2019
C. Increased % of number of PP children on track.	Shooting Stars	Effective target setting for pupils in maths. 1:1 discussions between teacher and child with next steps discussed and monitored.	Pupil progress meeting by DHT/HT. Data analysis by teachers and Assessment Manager.	HT DHT	Termly July 2019
Total budgeted cost					£24,166
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B & C Improved progress for PP children in writing and maths.	Pupil Conferencing	Providing pupil conferencing to address misconceptions and to move learning forward. Small group work for pre-learning. In class support to develop self-esteem and independence across the curriculum.	Measure base line and exit points to monitor impact of intentions. Monitor progress of children each term when progress and attainment data is collected and measure against milestones whether children are on track.	HT	Termly July 2018
C. Improved progress for PP children in maths focussing on fluency.	Misconceptions (Showbie, class support, Third Space Maths)	Evidence shows that pupils need short interventions with clear entry and exit points, using a variety of methods including precision teaching and pre-learning. The rationale was to write a program best suited for the school based on fluency of number.	Measure base line and exit points to monitor impact of intentions. Monitor progress of children each term when progress and attainment data is collected and measure against milestones whether children are on track.	DHT	March 2018
A. Improved progress for PP children in their reading comprehension.	Reading support (comprehension, schemes)	Evidence shows that interventions need to be short with clear entry and exit points. Schemes have been purchased to support vulnerable groups of PP pupils focussing on phonics, fluency and comprehension - extra support provided in small groups for a term.	Monitor progress of children each term when progress and attainment data is collected and measure against milestones whether children are on track.	DHT	July 2018
A, B & C Improved progress for PP children with EHCP plans in all areas	1:1 support	EHCP targets set for the end of KS2.			
Resources to support this strategy: ELSA resources ELSA supervision					
Total budgeted cost					£64,744
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improved behaviour in class which leads to children making good progress.	TAs work 1:1 to support pupils in class to ensure they remain on task, understand, and can engage with their learning.	Evidence shows that the children with 1:1 work better in class when supported and do not distract the learning of others. Children are able to engage with their learning at the right level.		DHT	March 2018
D. Attendance of PP children improves to be in line with all pupils at 96% or above. Children's emotional needs are met enabling them to focus on their learning which leads to children making good progress.	Family support worker and ELSA employed to work with families to support the academic and emotional needs of the pupils.	Children flourish when they feel safe and when they are willing to take risks with their learning. Attendance improves with good home links.	Induction for new staff. Dedicated time to meet with families, contact outside agencies and SAF writing. Daily checks for vulnerable pupils on attendance and emotional well-being. Weekly meetings for the inclusion team to discuss pupils and plan strategies to help to support pupils and staff.	DHT MO	March 2018
Total budgeted cost					£31,422

6. Review of expenditure			
Academic year	2018-2019		
The three headings below enable schools to demonstrate how they used the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
1. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learnt (and whether you will continue with this approach)
A			

			Total budgeted cost
2. Targeted support			
Desired outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learnt (and whether you will continue with this approach)

Total budgeted cost	
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3. Other approaches

Desired outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learnt (and whether you will continue with this approach)

Total budgeted cost	
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